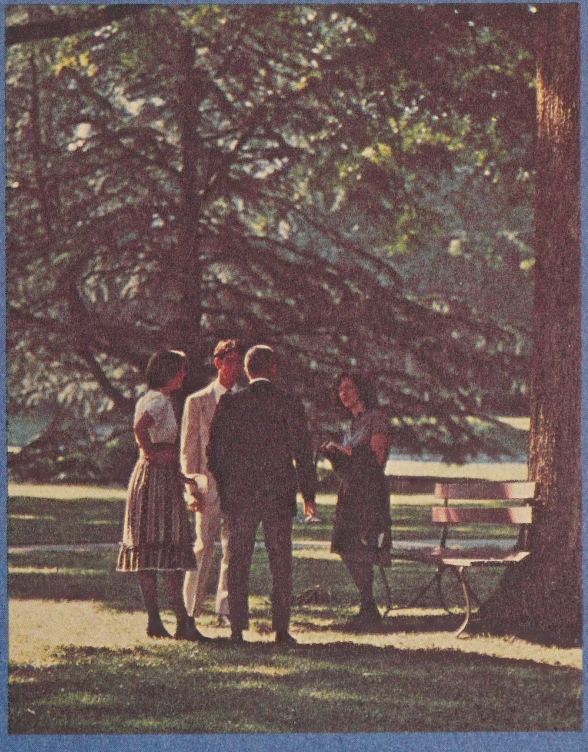
QUEENS COLLEGE

CHARLOTTE, NORTH CAROLINA



"I FEEL INDEPENDENT AT QUEENS"

When I came to Queens, I was looking for a small woman's college away from home but not too far away. I wanted a place where I could be somebody and be active in things. Being here is like being in a big family. I feel a part of what I am doing and I know that people here care about what I'm doing. It gives me a sense of loyalty and responsibility. I know I have to pull my share of the load, yet my friends are always there to help me.

The faculty and staff are so willing to help each student. I really believe they try to show you your talents and then help you expand them. I feel independent at Queens knowing that the guidance is here when I need it, but that I have plenty of room to make my own decisions.

I don't think the girls who come to Queens fit into a mold. We are people with different interests, but I do think we have in common the desire to further our education and to become involved in each other's activities. It's a place where everyone has a goal she wants to reach but each person goes about reaching the goal in her own way.

Maybe we all feel so close because we know each other. Within a short time, you're somebody to people and everybody knows your name. It's an experience that in later years I'll know has been worthwhile. I have given myself to Queens and it has given something to me.

Caroline FitzSimons is a senior majoring in Early Childhood Education and minoring in art.

Page 1 Queens College: Traditional and Newer Strengths

Page 2 A Profile of Queens College

Page 4 What Does a Queens College Education Do for You?

Page 5 Academic Majors and Courses

Page 15 Other Educational Offerings

Page 16 Pre-professional Preparation

Page 17 Queens College Faculty and Administrators

Page 20 Examples of Queens Alumnae Careers

Page 23 Financial Aid to Students

Page 28 Admission Requirements and Procedures

Inside back cover Directions to Queens College

Queens College: Traditional and Newer Strengths

The educational needs of women have changed and Queens College has changed to meet them, while maintaining those traditions which are as interesting, memorable and worthwhile now as they have ever been—some of them for 120 years.

Queens is committed to **the education of women;** its purpose is **the full development of their abilities.** Thus Queens faculty and staff members give close, personal attention to **the individual student and her needs, interests, and abilities,** and a Queens education combines traditional areas of study with a strong focus on **career preparation.**

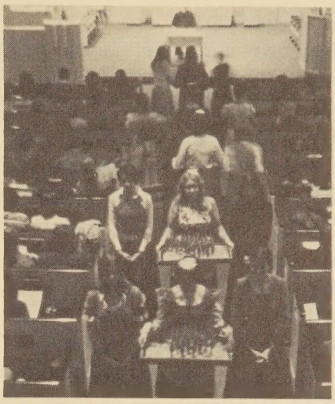
The professional staff of the new Queens College Women's Career Center helps Queens students in their **life planning,** with counsel given from new-student orientation through their undergraduate years and beyond.

Queens is a **private, independent** college. Its commitment to spiritual values is a continuing source of strength to the College and its faculty and students.

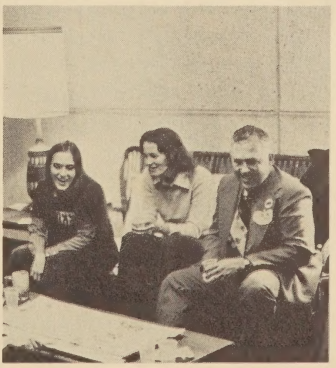
Queens is dedicated to **community service.** Many Queens undergraduates gain valuable experiences while serving the community in a variety of **student internships,** in the Charlotte area and in other cities, in government and other social and educational services in addition to churches, church agencies, and business organizations.

Young people often are on the campus. College men enjoy Queens social events, and people of all ages attend Charlotte Symphony concerts and other performances or exhibits in Queens' E. H. Little Fine Arts Center.

Varied activities on the Queens campus, and the cultural, educational, and economic activities of Charlotte—the largest city in the Carolinas—contribute to the special character and values of a Queens College education. Our College life is a combination of constructive change and worthwhile traditions, with everyone—students, faculty, administrators, trustees, and alumnae and friends of Queens—participating in decisions to preserve the best in our traditions and also to move forward with desirable changes in academic programs and services to students.



The whole Queens family enjoys traditional Queens events such as the Moravian Love Feast service (shown above) and Yule Log celebration at Christmas, Parents' Weekend and Stunt Night, Dads' and Moms' Weekends, May Day, and the annual Boar's Head Dinner.



A Profile of Queens College

Background
Queens College is a private, four-year, women's liberal arts college, founded in 1857. The College is related to the Presbyterian Church in the U.S. and is on a large, wooded campus in the attractive Charlotte, North Carolina, residential neighborhood of Myers Park. The City of Charlotte has a population of approximately 285,000; the 12-county, two-state "Metrolina" area of which Charlotte is the largest city has a population of more than one million.

The campus consists of about 35 acres. The physical plant includes five residence halls, three duplex lodges occupied by four national social sororities, and 21 academic and other buildings. Facilities of special interest include Belk Chapel, which seats 750 and has a 39-rank organ (participation in the College's weekly chapel services is voluntary); the E. H. Little Fine Arts Center, with its Charles A. Dana Auditorium seating 1,000, Suzanne Trezevant Little Recital Hall, studios, practice rooms, and classrooms; and the Dana Classroom Building and Walker Science Building. The College also owns 231 acres of shore-front property on Lake Norman, a popular recreational area 25 miles north of the Charlotte campus.

Accreditation and Memberships
The College's teaching programs are accredited by the Southern Association of Schools and Colleges and the National Association of Schools of Music. Queens College is a member of the American Council on Education, the Association of United Colleges for Foreign Exchange and Study, the North Carolina Association of Independent Colleges and Universities, the North Carolina Educational Computing Service, and the eleven-college Charlotte Area Education Consortium.

Faculty and Students
There are 47 full-time teaching faculty members and 21 part-time lecturers and other teachers on the Queens faculty. The student-faculty ratio, based upon full-time equivalents for both students and faculty, is fourteen to one. A list of the faculty is provided on pages 17-19.

During the 1976-77 academic year, 624 students (exclusive of summer session) from 19 states and five foreign countries were enrolled. Most of the Queens students who live on campus are from North Carolina, Georgia, Florida, South Carolina, Virginia, Tennessee, and Alabama.

Degrees, Academic Majors, and other Educational Programs
Eighteen departments of instruction organized in five academic divisions—Business and Social Sciences, Education and Psychology, Fine Arts, Humanities, and Natural Science and Mathematics—offer 25 major programs of study leading to Bachelor of Arts, Bachelor of Science, and Bachelor of Music degrees. A Bachelor of General Studies degree program also is available for students 24 or more years of age when they enter the program. Academic majors and course offerings are described on pages 5-16. The College also offers special programs which include:

Interdisciplinary Studies in Contemporary Affairs, American and European Studies, and Science;

Study Abroad in England and other European countries;

Honors Programs and **Independent Studies** in a number of disciplines;

Pre-professional Preparation for careers which require study beyond the bachelor's degree, such as law, medicine, music therapy, nursing, social work, and teaching;

An **Exchange Program with Davidson College,** for Queens and Davidson juniors;

The **Washington Semester,** a term of study of the Federal government, at American University in Washington, D.C.;

A **Marine Biology Program** of four summer weeks at Pawley's Island, South Carolina, and a student exchange program with the Gulf Coast Research Laboratory, Ocean Springs, Mississippi;

A Cooperative Program with **Presbyterian Hospital School of Nursing,** Charlotte, in which students working toward the R.N. at the School take their first year of full-time study at Queens; and

Continuing Education for both degree-candidate and non-degree students.

Queens conducts its academic year on the 4-1-4 calendar, with a January Term providing opportunities for **work-experience internships,** course work, and travel experiences. Internship work experiences are also available in the spring and fall terms and in the summer. The "regular" terms begin in September and February. Some courses are taught in the summer "May Term."

Library
The Everett Library collection includes more than 86,000 volumes in open stacks and some 550 periodicals and 2,600 microforms. The Library is open 87 hours a week during the fall and spring terms of study. Queens students also are able to use public and college libraries in Charlotte. Everett Library offers a variety of services, including use of audio-visual supplies and equipment, a microfilm room, and participation in inter-library loans.

Computer
Queens has its own IBM 5100 computer and also card punch and card reader and printer equipment and a teletype terminal with direct access to IBM 370 Model 165 and Hewlett-Packard 2000 computers. The computer center is used primarily by students and faculty.

Athletics
Intercollegiate teams for Queens women include tennis, basketball, swimming and volleyball. Thirteen different activity courses are open to all students. The Ovens Physical Education Building houses a large gymnasium, classrooms, a dance studio, and an Olympic-size swimming pool.

Alumnae
Of the College's 6,600 alumnae, more than half reside in the Southeastern United States including some 2,900 in North Carolina of whom 1,400 live in the Charlotte area. The Queens College Alumnae Association elects four of the 30 members of the College Board of Trustees, and organizes activities such as Alumnae Career Nights for alumnae and their families and students, on the Queens campus and in various cities.

What Does a Queens College Education Do for You?

The faculty and administration of Queens College believe there are six essential results you can reasonably expect from a liberal arts education of high quality:

1. **Self-awareness and self discipline.** It is especially important for young women to "become aware of who I am" and of "what my prospects can be, and then learn to harness my energies and guide my life toward realization of my life goals." This is why **life-planning** counseling provided through the Queens College Career Center is important to Queens students. Good counsel can help you to identify your life goals.

2. **The ability to write and to speak clearly and with influence.** In all of life, communication is vital—for potential or prospective leaders of whatever age or in whatever occupation. Development of communications skills is an essential corollary of development of self-awareness. These skills will help you translate a sense of self, of potential, and of your life goals into the realities of the larger world.

3. An understanding of one's relationship to one's social **environment**. "To become self-aware, I have to understand from what social context I have sprung, in what settings I now find myself, and the social contexts of the goals toward which I am moving by design." Again, **life-planning** counseling is important. Many young women are struggling with family pressures which may conflict with personal aspirations. These conflicts have to be resolved if life and career planning are to succeed.

4. **A familiarity with other cultures,** to help you relate self and personal and family culture to larger considerations of a rapidly-changing world. This familiarity also makes it possible to see one's own life develop in the context of the whole world, not just a hometown corner of the world.

5. **An understanding of the thoughts and values which are part of the history of the world's peoples**—and not just the Western Hemisphere.

6. **Personal experience in selected, practical, applied areas of living.** Emphasis at Queens is on **life and career development**. Career counseling, internships, and placement assistance all are important. At Queens, classroom, campus, and career function together in meeting the purpose of a liberal arts education which prepares the individual for a full life and for the world.

Academic Majors and Courses Offered by Queens College

AMERICAN STUDIES Major

The interdisciplinary American Studies major enables the student to bring courses from several areas of study to bear on her understanding of the American experience and of the development of American civilization. **Career opportunities** will vary with the student's emphasis, within her American Studies program, on areas such as economics or political science (which may lead to a career in public administration, foreign service, or law); art or archeology and history, combined with internships or practicums (as preparation for historic preservation or related careers); or course work and internships in journalism (as preparation for careers in communications). Through consultation with the education faculty, the student may arrange to seek certification for teaching of English or social studies, at intermediate or secondary levels.

Courses

The American Experience
Senior Seminar in American Studies
American Studies Senior Thesis

ART Major

The Art curriculum includes courses which survey the historical development of the visual arts, assist in development of standards of appreciation and of application of the plastic arts in support of professional competence and intellectual growth, pose a variety of studio problems to develop the student's abilities, and provide a foundation for teaching, graduate study, and careers in art. **Career opportunities** in film, advertising, display, illustration, design, and museums and galleries are open to talented students who prepare through course work and internships.

Courses

Introduction to Art
Drawing, I, II, and III (three courses)
Ancient and Medieval Art
Art from the Renaissance to the Present
Methods in Art Education
Ceramics I and II (two courses)
Design
Principles of Art Education
Painting and Advanced Painting (two courses)
European Art
Art in the United States
Printmaking and Advanced Printmaking (two courses)
Sculpture and Advanced Sculpture (two courses)
Photography
19th-century Painting
20th-century Painting
The Age of Rembrandt
The Genre Tradition in American Art
Problems in Art

Academic Majors and Courses

BIOCHEMISTRY

Chemistry courses (Biology courses are shown with BIOLOGY Major):
General Chemistry I and II (two courses)
Instrumental Analysis I and II (two courses)
Organic Chemistry I
Physical Chemistry I
Instrumentation
Biological Chemistry I and II (two courses)
Physiological Chemistry
Directed Individual Studies in Chemistry
Chemistry Seminar

Major

B.A.- and B.S.-degree programs are offered, the B.A. program often leading to teacher certification and the B.S. program providing more depth in science and mathematics as well as preparation for medical school or other graduate studies. **Career opportunities** of special interest to Queens College Biochemistry majors are varied and range from chemistry and biochemistry to forensic science, medicine and medical technology, laboratory technology, and veterinary medicine.

BIOLOGY

Courses

Introduction to Biology
Human Anatomy
Human Physiology
Introduction to Medical Microbiology
Plant Biology
Animal Biology
Field Studies in Biology
Research Participation
Cell Biology
Vertebrate Embryology
Comparative Vertebrate Anatomy
Invertebrate Zoology
Ecology
Laboratory Microbiology
Marine Biology
Histology and Microtechnique
Comparative Vertebrate Physiology
Genetics
Plant Systematics
Biology of Parasitism
Topics in Biology
Independent Studies in Biology
Biology Seminar
Internship in Biology
Marine Botany
Marine Vertebrate Zoology and Ichthyology
Marine Microbiology
Parasites of Marine Animals

Major

The B.A.-degree program in Biology often leads to teacher certification; the B.S.-degree program requires somewhat more study in biology and more in chemistry including organic chemistry and also requires intermediate-level proficiency in a foreign language. Some Biology students participate in a summer program in marine science at Pawley's Island, South Carolina, and in marine biology courses given at the Gulf Coast Research Laboratory at Ocean Springs, Mississippi. **Career opportunities** for graduates in Biology include work in research and medical laboratories, government positions, related businesses, and teaching, or—following appropriate graduate study—careers in biology, medicine, hospital administration, or veterinary science.

Academic Majors and Courses

BUSINESS Major

BUSINESS/FOREIGN LANGUAGE Major

By selecting advanced business electives offered by the Business faculty, the Queens major in Business will have some degree of concentration in marketing, management, or investment/finance. The student choosing the Business/Foreign Language major program acquires business skills as well as skills in French and/or Spanish. **Career opportunities** for the Business graduate are diverse, with many possibilities to consider within the broad areas of banking, commerce, industry, and government.

Courses

Business in Society
Business Mathematics
Business English
Principles of Macroeconomics
Principles of Microeconomics
Financial Accounting
Marketing
Principles of Management
Office Administration
Personal and Family Economics
Managerial Accounting
Cost Accounting
Business Law
Personnel management
Computer Concepts for Business
Money, Credit, and Financial Systems
Business Financing
Market Research
Sales and Advertising
Retailing Management
Managerial Decision Making
Public Finance
International Business and Finance
Directed Individual Study in Economics
Investment
Business Internship

Secretarial Practice courses:
Beginning and Advanced Typing (two courses)
Elementary and Advanced Shorthand (two courses)
Practicum

CHEMISTRY: *Please see* BIOCHEMISTRY Major

EARLY CHILDHOOD EDUCATION Major

The student with this major takes Education and other courses required for the teaching certificate in early childhood education. Students seeking certification for other teaching careers—intermediate; secondary (for the teaching of English, French, Spanish, mathematics, science or biology, or social studies); and special subject areas in grades K-12 (art, Bible, media education, or music)—pursue major studies of their choice. It is also possible to work toward certification in early childhood education while majoring in another field at Queens, or to seek certification while in a "self-structured" major program in education or in combination with other areas of study. **Career opportunities** are limited in several of the traditional areas of teaching; the Education faculty of the College is prepared to counsel any Queens student interested in a teaching career as to areas of opportunity and as to preparation for these opportunities. Majors in a number of academic areas take advantage of special programs offered by the Education faculty; examples

Courses

Education Courses:
Educational Psychology
Fundamentals of Geography
Introduction to Teaching
Introduction to Early Learning Experiences
Health Education in the Elementary School
Physical Education in the Elementary School
The Young Child and the Educative Process
The Curriculum of Early Childhood Education
Parent-School-Community Relations
Foundations of Reading
The Teaching of Reading for Secondary School Teachers
Teaching of Reading and Other Language Arts
Diagnostic and Corrective Techniques in Reading

Academic Majors and Courses

Curriculum in Nursery-Kindergarten
Methods and Materials for Instruction in Nursery-Kindergarten
Organizing Programs in Nursery-Kindergarten
Art Education Teaching Block
Secondary Education Teaching Block
Music Education Teaching Block
Early Childhood Education Teaching Block
Intermediate Education Teaching Block
Field Experience in Teaching Reading
Individual Studies in Education

include courses in special education, the kindergarten teaching experiences afforded by the Early Learning Center on the Queens campus, and a variety of courses in Media Education. Media Education courses are of special interest to the student who plans to pursue a career in work with learning-resource and school-media centers

Media Education courses:
Introduction to Media Services
Technical Services for Media Centers
General Reference Sources in Media Centers
Audio-Visual Materials and Methods
Literature for Children
Books for Young People
Practicum in Media Services
Media Education Teaching Block

ENGLISH

Courses

Research Writing Skills
Writing Workshop
Communications in the Humanities
Business English
Introduction to Literature
Backgrounds to Western Literature
Literary History of England (two courses)
Advanced Composition
Creative Writing
Chaucer
Medieval Literature
The Renaissance
Shakespeare
The 17th Century
Pope and theAugustans
The Romantics
The Victorian Age
The Novel
Modern British Literature
Modern American and English Poets
Identity Conflicts in Modern American Literature
American Literature to 1900
American Literature since 1900
Southern Literature
Studies in Linguistics
Spanish Literary Classics (taught in English)
French Literary Classics (taught in English)
Spanish Drama of the Golden Age (taught in English)

Major

Majors in English at Queens are encouraged to build programs of study which may emphasize one or more of several areas, such as composition, literature, speech, film, dramatic arts, or journalism. **Career opportunities** exist in all of these fields, and some English majors, after having been graduated, go on to advanced professional training leading to law, teaching, and other careers. All English majors develop an appreciation for the value of the study of English in comprehension of developments in other fields, just as knowledge in other disciplines can contribute to a fuller understanding of literature.

Cervantes
Special Studies in English Literature
Special Studies in American Literature
Great Writers of Our Time
Existential Philosophy in Literature
Studies in Poetry and Literary Criticism
Directed Readings in Composition or Literature
Independent Study in Composition or Literature

Drama, Theatre, and Speech courses:
Fundamentals of Speech
History of Film
Film Criticism
Beginning and Advanced Acting (two courses)
Oral Interpretations
Major Figures In World Drama: Ancient Greece to the Renaissance
Major Figures in World Drama: Renaissance to Modern
Principles of Play Production
Practicum in Play Production
Modern Drama
Tragedy
Directing for the Theatre
Directed Studies in Drama, Theatre, and Speech

Journalism courses:
An Introduction to Reportorial Journalism
News Writing and Editing
Practicum in Journalism
Independent Study in Journalism
Journalism Internship

Academic Majors and Courses

FRENCH Major

Queens students majoring in French are encouraged to participate in a Junior Year Abroad program of study at Strasbourg, France, or in other approved programs. **Career opportunities** of interest to the French major include those in education, broadcasting and print journalism, government, research, library science, translation, business, travel, and health services.

Courses

Elementary French (two courses)
Intermediate French (two courses)
Oral Interpretation of French Literature
French Grammar and Compositon
Introduction to French Literature (two courses)
French Conversation
19th-century Literature: Romanticism
19th-century Literature: Realism and Naturalism
20th-century Literature: Prose Writers
20th-century Literature: Drama and Poetry
French Literary Classics
Practicum in French
Problems of Translation
Directed Readings in French
Problems in Teaching Modern Language (French)
Independent Research in French
Senior Independent Study in French

GENERAL STUDIES Degree Program

Queens students of the age of 24 and above may elect the Bachelor of General Studies degree program, which requires 120 credit hours with at least 36 in upper-level studies, a three-hour Introduction to General Studies Seminar, and 30 hours in an area of emphasis chosen by the student. This area of emphasis may or may not be one of the specific majors offered in the other degree programs.

HISTORY Major

The History faculty at Queens works with each student electing to major in History in developing an academic program appropriate to her particular career objectives as well as helping the student to acquire skills of research, analysis, and written interpretation. **Career opportunities** for which concentration in History is an excellent general foundation include those in government and the foreign service, law and politics, public administration, journalism, and teaching. Students who choose to participate in the College's Museums, Archives, and Historic Sites Program receive special preparation for careers with museums and related institutions. Some Queens students choose internships with the State of North Carolina government in Raleigh.

Courses

World Civilization to 1650
World Civilization since 1650
The United States to 1877
The United States since 1877
Research Problems in History
English History to 1688
English History since 1688
The Ancient Greeks
History of Russia
Chinese Civilization
American Foreign Policy
Contemporary American Foreign Policy
In the Shadow of Revolutions: Europe in the 19th Century
Emotions and Politics: Europe in the 20th Century
Topics in United States History
Topics in World History
American Women: Leaders and Movements
Main Currents in Southern History
Blacks in White America
Urban History
The United States: 1917 to 1945
Decades of Hope and Despair: The United States in the 1950s and 1960s

Academic Majors and Courses

HISTORY Courses, *continued*

Directed Readings in History
Independent Study in History

Museums, Archives, and Historic Sites courses:
Research in Local and Family History
Directed Readings in Museums, Archives, and Historic Sites
Museology
Practicum: Museums, Archives, and Historic Sites
Historic Interpretation

LATIN-AMERICAN STUDIES Major

The Latin-American Studies Major includes work in economics, history and political science, and sociology in addition to studies in the Spanish language. **Career opportunities** in a number of fields, including business, education, and government, are broadened for the student who is proficient in Spanish as well as knowledgable in areas which are helpful in understanding of the nations and peoples of Latin America.

Spanish courses are cited with the description of the academic major in Spanish.

MATHEMATICS

Major

The Mathematics faculty teach courses which reflect the general nature of mathematics while helping the student to understand special tools such as statistics and the calculus. **Career opportunities** for which the major program in mathematics provides an excellent background include teaching, actuarial work, or a variety of careers in which work with computers is important. Queens College has its own "minicomputer" and the students and faculty also have direct access to large-capacity computer equipment.

Courses

Introduction to Programming
Precalculus Mathematics
Business Mathematics
Mathematics for the Elementary Teacher
Finite Mathematics
Calculus I, II, III, IV, and V (five courses)
COBOL Programming
Statistical Methods
Mathematics Practicum
FORTRAN Programming
Linear Algebra
Geometry
Introduction to Topology
Introduction to Modern Algebra
Introduction to Probability and Mathematical Statistics
Statistical Inference
Numerical Analysis
Introduction to Real Variable Theory
Introduction to Complex Analysis
Mathematics Seminar

Academic Majors and Courses

MUSIC Major (leading to B.A. or Bachelor of Music degree)
APPLIED MUSIC Major
MUSIC EDUCATION Major
MUSIC THERAPY Major
PIANO PEDAGOGY Major
SACRED MUSIC Major

The Music faculty at Queens help each student to fulfill her particular purpose, whether she is pursuing music as a professional career, developing a special ability, or is studying to become a teacher. Ensemble experience is given through participation in the College's musical organizations; more advanced students have opportunities for group and solo performance in local organizations such as the Charlotte Opera Association, the Oratorio Singers, the Charlotte Symphony Orchestra, and church choirs. Music majors who are B.A.-degree candidates can elect to emphasize general music, applied music, history and literature, sacred music, theory, or music therapy in their programs; it also is possible to major in Applied Music, Music Education, Music Therapy, Piano Pedagogy, or Sacred Music. **Career opportunities** for Music graduates include performing, church music, private or school teaching, and research.

Courses

Introduction to Music
Beginning Theory and Composition I and II (two courses)
Elementary and Intermediate Sightsinging and Ear Training (two courses)
Introduction to Music Therapy
Observation and/or Participation in Music Therapy (Practicum)
Intermediate Theory and Composition I and II (two courses)
Music in America
Piano Technology
Recreational Music
English and Latin Diction for Singers
Music Methods for Elementary Teachers
Music from the Ancient Greeks through the Baroque Era
Music in the Classical and Romantic Eras
Elementary Piano Pedagogy and Materials
Hymnology and Choral Literature
Church Liturgies and Music
The Organ in Church Service
Study of a Composer
Seminar in Applied Analysis
Methods for Public School Music Teachers (two courses)
Senior Recital
Psychology of Music I and II (two courses)
Interpersonal and Group Dynamics
Influences of Music on Behavior
Methods and Procedures in Music Therapy
Music Literature of the 20th Century
Composition
Advanced Piano Pedagogy and Literature
Choral Conducting and Arranging
Conducting Laboratory
Instrumental Conducting and Arranging
Supervised Student Teaching in Piano
Advanced Studies in Music
Music Internship
Music Practicum

Applied Music courses:

Applied Music (two courses)
Private Instruction in Applied Music and Repertoire Class (piano, organ, strings, voice, harp, guitar, oboe, other instruments)
Music Classes: Beginners' and Intermediate Piano; Beginners' and Intermediate String; Voice
Concert Choir
Chorus
Ensembles: Piano, Instrumental, Vocal Coaching
Functional Piano Class

NURSING Major

B.S.-degree candidates in Nursing at Queens already have been graduated from an accredited Diploma School of Nursing or from an Associate Degree in Nursing program; the Queens degree is earned upon completion of 60 credit hours (normally two years) of further approved studies. In addition, nurses who have been certified as nurse anesthetists from hospital schools accredited by the American Registry of Nurse Anesthetists receive an additional 30 hours of credit toward their major program at Queens. **Career opportunities** are more varied for the R.N. who also holds the B.S. degree.

Academic Majors and Courses

POLITICAL SCIENCE Major
PUBLIC ADMINISTRATION Major

Courses

Introduction to Politics
American Politics
Contemporary Political Issues
Political Ideology
European Political Systems
Communist Political Systems
Developing Political Systems
Political Parties and Voting Behavior
State and Urban Politics
Public Administration
The Constitution and the Court
Congress and the Presidency
Contemporary Approaches to Political Analysis
World Politics
International Law
American Foreign Policy
Contemporary American Foreign Policy
Political Theory I and II (two courses)

The Political Science faculty at Queens teach courses which deal with the uses of power in the social environment. Superior students are encouraged to participate in the Washington Semester, a term of study at Washington, D.C., which includes courses at The American University, individual research, and a seminar on the Federal government. Students majoring in Political Science are asked to consider emphasis of American government, foreign governments, international relations, or philosophy in their degree programs; a major program in Public Administration is available for students who will seek careers in government—Federal, state, or local. **Career opportunities** in government, politics, law, journalism, or any of the many areas in which a liberal arts background is desirable are possible for the Political Science or Public Administration graduate.

Directed Study in Political Science
Independent Study in Political Science
Research Methods in Political Science

PSYCHOLOGY

Major

Courses

General Psychology and Advanced General Psychology (two courses)
Statistical Methods in Psychology
Psychology of Personality
Social Psychology
Experimental Social Psychology
Abnormal Psychology
Experimental Methods in Psychology
The Exceptional Child
Child Psychology
Psychological Tests
Psychology of Learning
Laboratory in Conditioning and Learning
Psychology of Adolescence and Adulthood
Practicum in Psychological Services
Physiological Psychology
Laboratory in Physiological Psychology
Independent Research in Psychology
Seminar in Psychology
Directed Readings in Psychology

Students majoring in Psychology are exposed to the principles of psychology and their application in diverse areas of behavior and receive training in the techniques of information gathering and analysis. **Career opportunities** for the Psychology graduate include personnel work, social work, mental health services, and services in business and industry.

RELIGIOUS EDUCATION Major

While this major program is new, studies in Religion have been a basic element in Queens' liberal arts curriculum since the College's beginning. Religious courses help the student increase her awareness of pressing questions which recur in all civilizations, and to evaluate religious choices which have been made and continue to be made by individuals and by societies. **Career opportunities** include educational or youth work with congregations or any of a variety of careers with churches and church-related organizations, as well as—following seminary studies—the Christian ministry.

Religion courses:
Introduction to the Study of Religion
The Old Testament
The New Testament
World Religions I: The Orient
World Religions II: Near East and West
Prophetic Religion
The Writings of Paul
Jesus in the Gospels and in Present-day Thought
Christianity as a Historical Movement
Religion in America
Contemporary Views of Man
Religion in Contemporary American Society
Christian Ethics
Modern Christianity
Topics in Religion
Directed Readings in Religion
Independent Study in Religion
Religious Education courses:
Introduction to Religious Education
Background and History of Religious Education
Elements of Religious Worship
Religious Education Internship

SOCIOLOGY Major

In any pursuit in which an understanding of human relationships is an important asset—whether in the home or in the community—the educational experience of sociology is of value. Queens students who major in Sociology may, in some cases, choose to complete the Social Work program offered by the Sociology faculty. **Career opportunities** are diverse, and include public relations and personnel services, law (following professional study), program evaluation in service agencies, consumer research, criminal justice, urban affairs, and management positions in business and in the public sector.

Courses

Principles of Sociology
Social Issues and Problems
Specialized Areas in Sociology
Social Psychology
Minorities in American Society
Contemporary Sociological Theory
Cultural Anthropology
Methods of Sociological Inquiry
Women in Society
Criminology
Population
Urban Sociology
Social Stratification
Senior Seminar in Sociology
Directed Individual Study in Sociology
Social Work courses:
Contemporary Social Work
Community Resources Laboratory
Social Welfare as a Social Institution
Marriage and the Family
Basic Methods of Social Work Intervention
Dynamics of the Helping Relationship
Social Work Field Instruction
Social Work Field Seminar
Individual Studies in the Field of Social Work

Academic Majors and Courses

SPANISH

Courses

Elementary Spanish (two courses)
Intermediate Spanish (two courses)
Directed Readings in Spanish (three courses)
Study of Hispanic Literature
Spanish Conversation and Advanced Spanish Conversation (two courses)
Spanish Literary Classics
Commercial Spanish and Translating
Contemporary Spanish Literature
Practicum in Spanish
Spanish Drama of the Golden Age
Spanish-American Literature
Problems in Teaching Modern Language (Spanish)
Cervantes
Advanced Spanish Grammar and Composition
Independent Research in Spanish (two courses)
Senior Independent Study in Spanish (two courses)

Major

Queens students majoring in Spanish are encouraged to undertake a term of study abroad under the auspices of approved institutions. **Career opportunities** of interest to the Spanish major include those in education, broadcasting and print journalism, government, research, library science, translation, business, travel, and health services.

SELF-STRUCTURED MAJOR

The Queens student who may find a program combining major and minor fields of study inadequate to her academic interests and purpose may elect to plan a Self-Structured Major in consultation with faculty members from the disciplines of particular interest to her. A Self-Structured Major can include courses in two or more departments at Queens, work taken at other colleges, off-campus internships, and credit earned through the College Level Examination Program.

Other Educational Offerings

PHILOSOPHY

The program in Philosophy at Queens College is linked closely to various elements in the other liberal arts although a major program of study in Philosophy is not offered by the College. Philosophy students are trained to look upon life critically and sensitively through the process of reflective thinking.

Courses

Introduction to Philosophy
Philosophy of Religion
Elementary Logic
Ethics
History of Western Philosophy: Part I—Ancient through Medieval
History of Western Philosophy: Part II—Renaissance through Modern Contemporary Philosophy
Aesthetics
Great Philosophies and Philosophers
Plato and Aristotle
Existentialism and Phenomenology
American Philosophy
Existential Philosophy in Literature
Directed Studies in Philosophy
Seminar in Philosophy
Independent Studies in Philosophy

PHYSICAL EDUCATION

Through active participation in the Physical Education program, Queens students acquire skills and habits which help them to live healthy, active lives. While satisfactory completion of two Physical Education units is required, many Queens women elect additional activity courses. A major program of study in Physical Education is not offered by the College.

Courses

Competitive Tennis
Competitive Swimming and Diving
Competitive Volleyball
Competitive Gymnastics
Sailing
Dolphin Club
Beginning, Advanced Beginning, and Intermediate Tennis
Beginning and Intermediate Modern Dance
Dance Production
Folk, Square, and Social Dance
Body Dynamics
Beginning, Advanced Beginning, and Intermediate Swimming
Synchronized Swimming
Advanced Life Saving
Water Safety Instructor's Course
Beginning, Advanced Beginning, and Intermediate Golf
Horseback Riding
Bowling
Dual and Team Sports
Gymnastics
Snow Skiing

PHYSICS

Study in Physics is an essential part of many of the degree programs offered by Queens although a major program of study in Physics is not offered by the College. The Physics of Sound course is required of Music majors and is of interest to these and other students.

Courses

General Physics (two courses)
Physics of Sound

Other Educational Offerings

INTERDISCIPLINARY STUDIES

Courses

Interdisciplinary Studies: Introduction to General Studies
Interdisciplinary Studies: Contemporary Affairs
Interdisciplinary Studies: Environmental Science
Interdisciplinary Senior Thesis

Interdisciplinary seminars are offered by the College in General Studies (a degree program for the mature student), Contemporary Affairs, and Science.

HONORS COURSES

In-Course Honors
Directed Reading
Honors Colloquium
Honors Topic: Women in Politics
Directed Study
Honors Research
Senior Honors Thesis

Full-time students maintaining a cumulative grade-point average of 3 or higher are eligible for participation in the Queens College Honors Program, with the exception that transfer students must study at Queens for one regular term before becoming eligible.

Pre-Professional Preparation

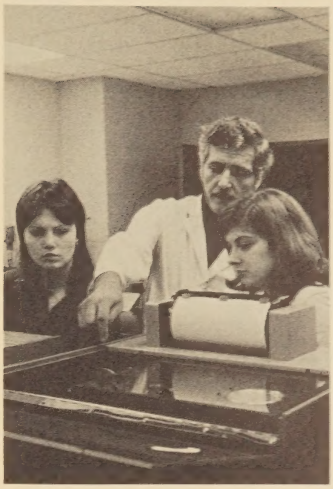
Many of the professions—law, medicine, dentistry, veterinary medicine, the ministry, and some careers in research, education, and business—require that you first have four years of a liberal education before you go on to graduate or professional school. However, there is no single undergraduate program appropriate as preparation for all types of advanced study. There is even wide variation in the programs which can constitute excellent preparation for any given field of the student's choice for graduate or professional school.

If you plan to make your career in one of the above professions, a Queens admissions counselor can give you helpful information. Or, when you visit the Queens campus, you can arrange to discuss your professional goals with a member of the Queens College Women's Career Center, or with a faculty member.

Certain books also are helpful. Examples are *Law Study and Practice in the U. S.* and the *Pre-Law Handbook,* both published by the Association of American Law Schools; *Admission Requirements of American Dental Schools,* published by the American Association of Dental Schools; and *Medical School Admission Requirements: U.S.A. and Canada,* published by the Association of American Medical Colleges. If you are interested in the ministry as a career, inquire of the seminaries of your faith as to their admissions requirements.

Successful completion of a four-year undergraduate program does not guarantee admission to a professional school of the student's choice; all such schools are competitive and medical and veterinary medicine schools are especially competitive. But the Queens faculty and Career Center staff are interested in the Queens student and her career plans, and are able to give her valuable assistance in pursuing her objectives.

Queens College
Faculty and Administrators



Full-time:

Milda A. Baker, *Instructor of Education*
B.S., Louisiana State University; M.Ed., University of North Carolina at Charlotte.

Ronald Joseph Basini, *Assistant Professor of Business*
B.S., M.B.A., Murray State University

Eric A. Baylin, *Assistant Professor of Art*
B.F.A., San Francisco Art Institute; M.F.A., University of North Carolina at Chapel Hill

Alfred O. Canon, *Professor of Political Science and Chancellor*
B.A., Southwestern at Memphis; M.A., Ph.D., Duke University

Janice C. Coffey, *Associate Professor of Biology*
B.S., Appalachian State University; M.S., Ph.D., University of South Carolina

Richard F. Crown, *Assistant Professor of Art*
B.A., New York University; M.A., Indiana University; M.F.A., University of Massachusetts

Mollie C. Davis, *Associate Professor of History*
A.B.,Hollins College; M.A.T., Emory University; Ph.D., University of Georgia

Suzanne S. Davis, *Head of Public Services, Library*
A.B., University of Oklahoma; M.L.S., University of Illinois

Diane Del Pizzo, *Dean of Students*
B.S., University of Missouri; M.A., Michigan State University

Gordon D. Duncan, *Professor of Chemistry*
B.S., North Carolina State University at Raleigh; Ph.D., Cornell University

Nancy L. Eagle, *Dana Professor of Music*
B.S.M., University of North Carolina at Greensboro; M.A., University of North Carolina at Chapel Hill; Catawba College; Peabody College; Indiana University

Jack H. Fehon, *Dana Professor of Biology*
B.S., M.S., University of Florida; Ph.D., Florida State University

Ann S. Gebhardt, *Assistant Professor of Art*
B.F.A., M.A., Ohio State University

Charles O. Hadley, *Professor of English and Drama*
A.B., Davidson College; M.A., University of North Carolina at Chapel Hill; Ph.D., University of Georgia

Madeleine B. Jacobs, *Assistant Professor of Foreign Languages (French)* 1977
B.A., Florida Technological University; M.A., University of South Florida; Ph.D., Florida State University

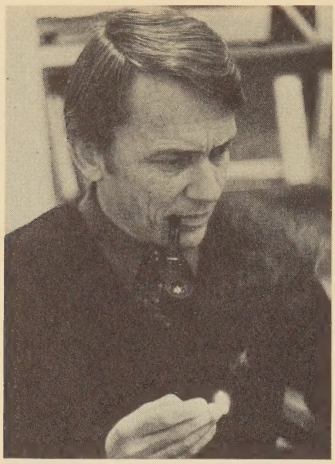
Eleanor Lloyd Jenkins, *Associate Professor of Mathematics and Registrar*
B.A., Queens College; M.A., University of North Carolina at Chapel Hill

Marjorie T. Kirby, *Z. Smith Reynolds Professor of Foreign Languages (Spanish)*
A.B., Birmingham-Southern College; M.A., Ph.D., University of North Carolina at Chapel Hill

Charles B. LaBorde, Jr., *Assistant Professor of English (Drama)*
B.A., Lamar University; M.A., Texas Technical University; Ph.D., Ohio State University

Joseph E. Lammers, *Professor of Music (Piano)*
B.Mus., University of Alabama; M.Mus., Ph.D., Florida State University

Faculty and Administrators



W. Greg Lanier, *Assistant Professor of Psychology*
A.B., Duke University; M.A., Kent State University; Ph.D., Emory University

Michael Monte Later, *Assistant Professor of Political Science*
B.A., Columbia University; M.A., Ph.D., Duke University

Virginia G. Lewis, *Director of Admissions*
B.A., Converse College; M.Ed., University of North Carolina at Charlotte

Virginia Lorelle Martin *Associate Professor of Biology*
B.S., Wake Forest University; M.S., Ph.D., Emory Unversity

Emory Houston Mason, Jr., *Associate Professor of Education*
A.B., Catawba College; M.A., Appalachian State University; Ed.D., Duke University

Albert R. May, *Professor of Music (Voice)*
Boston University College of Music; Juilliard School of Music

Kenneth Charles Messa, Jr., *Assistant Professor of Mathematics*
B.S., Ph.D., Tulane University

Paul B. Newman, *Professor of English*
B.S., M.A., Ph.D., University of Chicago; M.F.A., University of Iowa

Jimmie C. Oates, *Professor of Physics*
B.S., Memphis State University; M.S., Ph.D., Vanderbilt University

Lou R. Owensby, *Assistant Professor of Sociology*
B.S., University of Tampa; M.S.W., University of North Carolina at Chapel Hill

Ben Pfingstag, *Assistant Professor of Art*
B.A., M.A., San Francisco State College; M.A., State University of New York

Phyllis A. Pharr, *Assistant Professor of Physical Education*
B.S., Appalachian State University; M.Ed., University of North Carolina at Chapel Hill

Norris W. Preyer, *Dana Professor of History*
A.B., University of North Carolina at Chapel Hill; M.A., Ph. D., University of Virginia

Mary P. Raines, *Associate Library Director*
A.B., High Point College; B.S.L. S., University of North Carolina at Chapel Hill

Clyda S. Rent, *Associate Professor of Sociology*
B.A., M.S., Ph.D., Florida State University

Mary Nell Saunders, *Assistant Professor of Music and Drama*
B.A., Pfeiffer College; M.M., Southern Methodist University; D.M., Indiana University

Joyce Hayes Shealy, *Dana Professor of Psychology*
A.B., M.A., University of South Carolina; M.A., Ohio State University; Ph.D., University of North Carolina at Chapel Hill

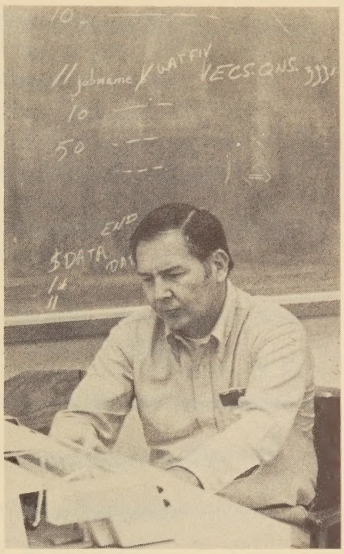
Aleo G. Sica, *Assistant Professor of Music (Violin)*
B.Mus., B. Mus. Ed., College of Wooster; M. Mus. Ed., Virginia Commonwealth University

Mary Thomas Smith, *Assistant Professor of Education*
A.B., M.A., East Carolina University

Harry C. Stafford, *Assistant Professor of Religion*
B.A., Samford University; M. Div., Columbia Theological Seminary; Ph.D., Florida State University

George A. Stegner, *Dana Professor of Music (Piano)*
B.S., Miami University (Oxford, Ohio); B.Mus., M.Mus., Cincinnati Conservatory; D.F.A., Chicago Musical College

Thomas Patrick Thompson, *Assistant Professor of Sociology*
B.A., Fairmont State College; M.A., West Virginia University; Ph.D., Virginia Polytechnic Institute and State University



William A. Thompson, *Assistant Professor of History*
A.B., Davidson College; M.A., Ph. D., Vanderbilt University

Cynthia H. Tyson, *Associate Professor of English and Acting Dean of the College*
B.A., M.A., Ph.D., University of Leeds (England)

Sarah M. West, *Assistant Professor of Business*
B.S., Winthrop College; M.R.E., Woman's Missionary Training School (Louisville)

Part-time:

Daniel C. Biber, *Lecturer in Psychology*
B.A., Columbia University; Ph.D., University of North Carolina at Chapel Hill

Betsy John Blount, *Lecturer in Education*
B.F.A., M.Ed., University of North Carolina at Greensboro

Rosalie Bryant, *Lecturer in Physical Education*
B.S., Winthrop College; M.Ed., University of North Carolina at Chapel Hill

Elisabeth Heath Chapman, *Lecturer in English*
B. A., Queens College

Florapearl Cobey, *Lecturer in Chemistry*
B.S., University of Chattanooga; Ph.D., Duke University

Ronald E. Copley, *Visiting Professor of Business*
B.A., M.A., Old Dominion University

Garrien Michael Floyd, *Lecturer in Nuclear Medical Technology*
Registered Radiological Technologist, Memorial Mission Hospital;
Registered Nuclear Medicine Technologist, Bowman Gray School of Medicine

Nolan Pliny Jacobson, *Visiting Professor of Philosophy*
A.B., B.D., Emory University; Ph.D., University of Chicago

Cynthia Fok Lawing, *Lecturer in Music*
B.M., Wittenburg University; B.M., M.M., Cleveland Institute of Music

Thomas N. Masters, *Lecturer in Biology*
B.S., Eastern Illinois University; Ph.D., Loyola University

Mary Ann Mee, *Lecturer in Physical Education*
A.B., Stephens College

Barbara Cobb Memory, *Lecturer in Music*
B.M.Ed., B.M.T., Michigan State University; M.M.T., Florida State University

Dorothy H. Roberts, *Lecturer in English*
B.A., Louisiana State University; M.A., Ph.D., University of South Florida

Stuart C. Schwartz, *Lecturer in History*
A.B., Rutgers University

Whitney Ray Shaw, *Lecturer in Journalism*
B.A., Wake Forest University; M.A., University of North Carolina, Chapel Hill

Robert Eugene Stigall, *Lecturer in Music (Organ)*
B. Mus., Syracuse University; M.S.M., Union Theological Seminary (New York, N.Y.); International Summer Academy for Organists, Haarlem, The Netherlands; Choate Organ Seminar

Elizabeth T. Walker, *Assistant Professor of Physical Education*
B.S., Kansas State University; M.Ed., University of North Carolina at Chapel Hill

Examples of Queens Alumnae Careers

Betsy Arnette '77, **Manager,** Comptroller's Department, Southern Bell, Charlotte, N. C.
Dee Stock '77, **Free Lancer in motion picture production,** Charlotte, N. C.
Donna Volney '77, **Marine Biologist,** Andrews, The Bahamas
Pat Duncan '76, **Horticulturalist,** Callaway Gardens, Pine Mountain, Ga.
Elizabeth Pearce '76, **Researcher,** Gourmet Magazine, New York, N. Y.
Linda Cable Shute '76, **Chairman,** Music Department, Thornwell Home & School for Children, Clinton, S. C.
Sally Stapleton '76, **Medical Secretary,** Emory University Hospital Clinic, Atlanta, Ga.
Lyn Waskiewicz '76, **Preservation Coordinator,** Historic Preservation Section, State of Georgia, Atlanta.
Ellen Templeton '75, **Staff Writer,** The Charlotte Observer, Charlotte, N. C.
Kathy VanSant '75, **Account Manager,** Commercial Credit Division, Dun & Bradstreet Cos., Baltimore, Md.
Helen West Van Wagenen '75, **Editor,** Employee News Publications, Prudential Insurance Co. of America, Jacksonville, Fla.
Vicki Remishofsky '74, **Learning Disabilities Specialist,** Charlotte-Mecklenburg Schools, Charlotte, N. C.
Christie Taylor '74, **Manager,** McNeal Art Gallery, Charlotte, N. C.
Susan Elliott '73, **Attorney,** Hatcher, Stubbs, Land, Hollis & Rothschild, Columbus, Ga.
Amanda Templeton '73, **Trust Control Assistant,** First Union National Bank of North Carolina, Charlotte, N. C.
Vi Taylor '73, **Budget Anaylst,** City of Charlotte, N. C.
Patsy Beckford '72, **Special Agent,** U. S. Secret Service, Department of the Treasury, Washington, D. C.
Wendy Crawford '72, M.S.W., **Psychiatric Social Worker,** Charlotte-Mecklenburg Schools, Charlotte, N. C.
Sue "Corky" Erwin '72, **Special Assistant for Regulatory Matters,** General Telephone & Electronics Corp., Washington, D. C.
Becca Hodges Featherstone '72, **Account Executive,** WBTV-Jefferson Pilot Broadcasting Co., Charlotte, N. C.
Pat Hess Pollard '72, **Real Estate Broker,** Townsend Realty Co., Charlotte, N. C.
Kathy Dennis Waybright '72, **Methods Analyst,** Hanover Insurance Co., Worcester, Mass.
Deborah Williams '72, **Supervisor,** Data Systems, Southeastern Credit Corp., Charlotte, N. C.
Karen Warder Annas '71, **Concept Production Artist,** Belk Stores Services, Inc., Charlotte, N. C.
Lila Byrd Brown '71, **Trust Officer,** First Guaranty Bank & Trust Co., Jacksonville, Fla.
Mary Lou Bell Peterson '71, **History Teacher,** Elmer H. Garinger High School, Charlotte, N. C.
Martha Talley '71, **Attorney,** Fayetteville, N. C.
Sally Walker '71, **Attorney,** Columbia, S. C.
Margy Watkins '71, **Manager,** District Office, U. S. Congressman Dan Daniel, Farmville, Va.
Margaret Hackett Murphy '70, **Attorney,** Smith, Cohen, Ringel, Kohler & Martin, Atlanta, Ga.
Caroline Green Baarcke '69, **Computer Specialist,** U. S. Naval Supply Center, Charleston, S. C.
Brenda Ballard '69, **Director,** Employee Benefits and Compensation, National Association of Manufacturers, Washington, D. C.
Tommie Sue Gray Curtis '69, M.S., **Research Chemist,** Monsanto Co., St. Louis, Mo.
Nancy Knoohuizen '69, **Deputy Director & Planning Officer,** Bristol Bay Area Health Corp., Dillingham, Alas.
Dr. Susan Neely '69, **Psychologist,** Raleigh, N. C.
Suzanne Tripp Smith '69, **Programmer Analyst,** North Carolina National Bank, Charlotte, N. C.
Theckla Donsback Sterrett '69, **Research Assistant,** Heineman Medical Research Center, Charlotte, N. C.

Examples of Queens Alumnae Careers

Beverly Dobbins Hanson '68, **Supervisor,** Employee Benefits Services, The Coca-Cola Co., Atlanta, Ga.

Coral Ramseur Helms '68, **Artist,** Belk Stores Services, Inc., Charlotte, N. C.

Jean Milroy Humphrey '68, Ph.D., **Psychologist,** Community Guidance Center, San Antonio, Tex.

Judy Munson '68, **Director of Sales,** Pittsburgh Symphony & Heinz Hall, Pittsburgh, Pa.

Margaret Barnes Peery '68, **Associate Pastor,** Myers Park Presbyterian Church, Charlotte, N. C.

Barbara Dobson Scott '68, **Assistant Engineer,** Southern Bell, Charlotte, N. C.

Pamela W. Spence '68, **Assistant Director of Admissions,** University of Richmond, Richmond, Va.

Barbara Ballard '67, **Psychologist,** Charlotte, N. C.

Jane Cunningham Greiner '67, **Free-lance model and interior designer,** Jane Greiner Interiors, New York, N. Y.

Libby Mize Hummel '67, **Director,** American Business and Fashion Institute, Charlotte, N. C.

Mary Burgess Kellog '67, **Travel Specialist,** Smithsonian Astrophysical Observatory, Cambridge, Mass.

Fran Mathay '67, **Communications Administrator,** Odell Associates, Inc., Charlotte, N. C.

Linda Phillips '67, **Captain,** Military Police, U. S. Army, United Nations Command Headquarters, Seoul, Korea.

Michele Prestera '67, **Member,** West Virginia House of Delegates, and **President,** Prestera Trucking Co., Huntington, W.Va.

Barbara Kerr Scott '67, M.Liberal Studies, **Director of Indian Studies** and **Instructor,** University of Science and Arts of Oklahoma, Chickasha.

Betty Simpson Smith '67, **Coordinator,** Counseling Program, Woodward Academy, Atlanta, Ga.

Dee Stancil '67, M.D., **Anesthesiologist,** Kennestone Hospital, Marietta, Ga.

Caroline Dillon Carpenter '66, **Information and Marketing Manager,** American Institute of Banking/ American Bankers Association, Washington, D. C.

Betty McNairy Ishee '66, M.F.A., **Actress,** UNC/ Greensboro Reportory Theatre, Greensboro, N. C.

Julia Elizabeth Garraway '65, **Executive Director,** Maryland Independent College and University Association, Annapolis.

Margaret McKenna '65, **Branch Operations Officer,** United American Bank, Knoxville, Tenn.

Anne Vickers '65, **Director of Christian Education,** Sardis Presbyterian Church, Charlotte, N. C.

Barbara White '65, C.L.U., **Assistant Secretary for Individual Insurance Operations,** Connecticut General Life Insurance Co., Hartford, Conn.

Diana Ashworth '64 **Director,** Office of Planning, South Carolina Department of Education, Columbia, S. C.

Jeannie Greear '64, M.A. **Airport Services Manager,** Mountain Flying Service, Marion, Va.

Eleanor Rainsford Randolph '64 **Washington Correspondent,** The Chicago Tribune, Washington, D. C.

Rosemary Smith Wick '64, **Owner and President,** The Town Pump, Sergeantsville, N. J.

Mary Whiteside '63, **Executive Assistant to the Director of Government Relations,** Sun Oil Co., Washington, D. C.

Judy Hough Cox '62, D.V.M., **Veterinarian,** Colby, Kans.

Mary Scott Derrick '62, **Stockbroker,** The Robinson Humphrey Co., Inc., Hilton Head Island, S. C.

Lynne Plasterer Fries '61, **Coordinator,** Mint Museum of Art, Charlotte, N. C.

Frances Troutman Whitener '61, **Engineer,** Research and Development Division, Motorola Semiconductor Products, Phoenix, Ariz.

Anne Stevens Bivens '57, M.Ed., **Associate Director,** Presbyterian Hospital School of Nursing, Charlotte, N. C.

Examples of Queens Alumnae Careers

The Rev. Mary Miller Brueggemann '57, M.Div.,	**Minister,** United Church of Christ, St. Louis, Mo.
Katherine Stuckey '56, M.D.,	**Anesthesiologist,** DeKalb Anesthesia Associates, P.A., Decatur, Ga.
Nancy Whisnant Collins '55, M.S.,	**Assistant Director,** Sloan Program, Graduate School of Business, Stanford University, Stanford, Calif.
Caroline Love Myers '55,	**Director,** Crisis Assistance Ministry, Charlotte, N. C.
Joan Cook Wing '54, J.D.,	**Attorney,** Chicago, Ill.
Beckie Helms '53,	**Division Personnel Manager,** Allstate Insurance Co., Atlanta, Ga.
E. Dell Martin '52, M.S.W.,	**Co-Founder & Partner,** Children's Home, Charlotte, N. C.
Mary Fetter Stough '52, Ph.D.,	**Professor of English,** Atlantic Christian College, Wilson, N. C.
Barbara Schweizer Crawford '51, M.A.,	**Academic Dean,** Wood Junior College, Mathiston, Miss.
Betsy Cromer Byars '50,	**Author,** Newberry Medal winner, Morgantown, W.Va.
Mary McRee '50, M.S.N.,	**Executive Director,** North Carolina Board of Nursing, Raleigh, N. C.
Louise Johnson Guy '49,	**Instructor of Social Work,** Department of Family Practice, College of Medicine, Medical University of South Carolina, Charleston.
Katherine Anne Knight '49, M.S.,	**Head Librarian,** Waikiki-Kapahulu Library, Honolulu, Hawaii.
Lillian McCulloch Taylor '49, M.A. (L.S.),	**Director of Library Operations,** Columbia Theological Seminary, Decatur, Ga.
Georgelle Thomas '49, Ph.D.,	**Psychologist** and **Associate Professor,** Georgia Southern College, Statesboro, Ga.
Mary Jane Love Nye '47, M.D.,	**Pediatrician,** Durham, N. C.
Patricia Lawrence '46, M.D.,	**Obstetrician** and **Gynecologist,** Charlotte, N. C.
Estelle Isenhour Wilkerson '45,	**Director of Nursing Education,** Chang Hwa Christian Hospital, Chang Hwa, Formosa.
Mary Jean McFadyen, '42, M.A.,	**Director,** Office of Christian Education, Division of National Mission, General Assembly Mission Board, Presbyterian Church U. S., Atlanta, Ga.
Sarah Taylor Morrow '42, M.D., M.P.H.,	**Secretary of the Department of Human Resources,** State of North Carolina, Raleigh.
Cora Wayland '42,	**Director,** Hanil Women's Seminary, Presbyterian Board of World Missions, Jeonju, Korea.
Dorothy Baker Billings '39, A.S.I.D.,	**Interior designer,** Dorothy Baker Billings, Inc., Charlotte, N. C.
Sara Little '39, Ph.D., L.H.D.,	**Professor of Christian Education,** Presbyterian School of Christian Education, Richmond, Va.
Rachel Boylston Mason '37, M.A.,	**Principal,** Huntingtowne Farms School, Charlotte, N. C.
Frances Y. Query '37,	**Senior Engineer,** Southern Bell, Charlotte, N. C.

Financial Aid to Students

Approximately 30 percent of Queens College students receive financial aid—usually in a combination of grants, work and loans—to make up the difference between the cost of attending college and the funds their families have available for education.

Once your eligibility for assistance and the amount of funds you will need from the College have been determined, the Queens College Student Aid office will offer you assistance. Most of the forms of such assistance are described here.

Basic Educational Opportunity Grants (BEOG) may range up to $1,400 per academic year for eligible full-time students. If your student aid includes BEOG, the amount of the grant will be based upon information submitted in your Basic Grant application and will be listed in your award letter and in Section 3 of your Student Eligibility Report (SER). The grant is made on the assumption that you will be enrolled at Queens as a full-time student (12 or more credit hours in both the fall and spring terms) for the entire academic year. The original Student's Copy of your SER will be returned to you after you enroll in September.

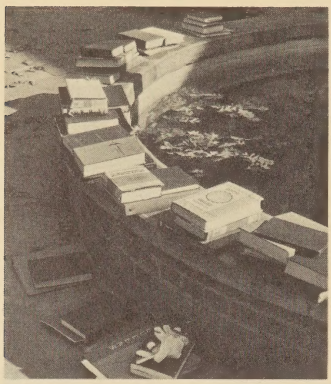
Supplemental Educational Opportunity Grants (SEOG) are available for students with exceptional financial need. Grants range from $200 to $1,500 per year, with a maximum total for four years of $4,000. SEOG grants may not exceed 50 percent of the aid made available to the student through the College.

The **College Work-Study Program** (CWSP) helps eligible students meet their educational expenses through employment on campus. If your award includes CWSP, the award amount is the maximum you may earn during the academic year. You will be paid by the College's business office monthly, for work performed as reported by your supervisor. Although your monthly check will be made payable to you, it is understood that your CWSP earnings are to be used for educational expenses such as your tuition, fees, room, and board.

National Direct Student Loan (NDSL) awards permit eligible students to borrow as much as $5,000 total during the four undergraduate years. If your award includes a NDSL, you will sign a promissory note in the business office after the academic year begins. While you are borrowing, there is no interest on the loan; during repayment, the loans bear three percent interest on the unpaid balance. Repayment begins nine months after you cease being a student at least half time, and may extend over a period of as long as ten years. Partial or full cancellation of unpaid balances due is possible for borrowers who teach the handicapped or in schools with high concentrations of students from low-income families. A conference with a business officer of the College is required before your graduation or withdrawal from the College.

Guaranteed Student Loans (GSL) are available from banks or other lending agencies. As much as $2,500 a year, but no more than $7,500 over four years, may be borrowed. Students whose Adjusted Family Income is less than $25,000 a year are eligible for Federal interest-payment benefits; others pay 7 percent interest. These loans are repayable.

Financial Aid



North Carolina Insured Student Loans permit legal residents of North Carolina who are full-time students to borrow as much as $2,500 a year or a maximum of $7,500 for the undergraduate years. Students whose Adjusted Family Income is less than $25,000 annually are eligible for Federal interest-payment benefits. These loans are repayable.

North Carolina Scholarships are awarded to eligible undergraduates who are legal residents of North Carolina; the amounts vary according to the financial need of the student. If your student-aid "package" includes a North Carolina Scholarship, this award is contingent upon the program's continuation by the North Carolina General Assembly, which makes the aid available to Queens College.

North Carolina Legislative Tuition Grant (NCLTG) application forms are available when you register for classes. Grants of up to $300 per academic year are available to full-time undergraduate students who are legal residents of North Carolina. The College Registrar determines the eligibility of all NCLTG applicants.

North Carolina Student Incentive Grant applications are made to the College Foundation, Inc., Raleigh, N.C., for grants ranging from $200 to $1,500. Undergraduates with exceptional need who are legal residents of North Carolina may apply.

Queens College Scholarships often are included in aid to students. These awards have been funded by gifts and bequests to the College. College-awarded scholarships include the Carol G. Belk Scholarships, Dana Scholarships, Departmental Scholarships, Trustee Leadership Awards, Trustee Merit Awards, and National Merit Scholarships. Some scholarship awards are made irrespective of the student's financial need. In addition, partial remission of tuition is available to full-time Queens College students who are dependents of active ministers in Christian denominations.

How do financial-aid "packages" work?

Susie Selwyn—our name for a real Queens student—needed **some** financial aid but not a great deal. Before she enrolled as a Freshman in the fall of 1977, it was determined that her family's situation, as shown in her Queens College Application for Financial Aid, the Basic Educational Opportunity Grant Application, and the Financial Aid Form (FAF), did not qualify her for a Basic Educational Opportunity Grant. As she was not from North Carolina, she wasn't eligible for North Carolina's Insured Student Loan, Scholarship, or Legislative Tuition Grant or Student Incentive Grant. And she didn't want a National Direct Student Loan.

"Susie" was awarded a Queens College need-based scholarship of $900 for her first year, however, and also earned $325 in the College Work-Study Program by working part-time in one of the campus offices. This gave her a financial-aid package of $1,225 for the year, making it possible for her to attend Queens.

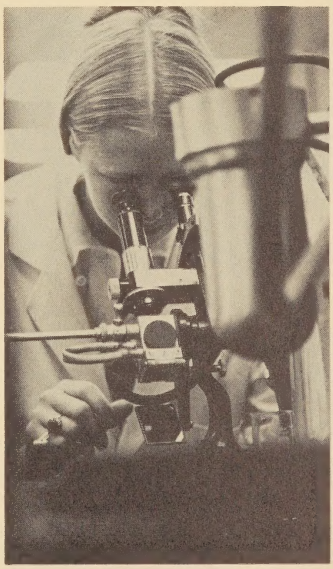
Caroline North, also our name for a real Queens student, a North Carolina resident, needed more assistance than Susie Selwyn did. She didn't qualify for a BEOG either, but she did qualify for, and receive, a State scholarship of $2,300. She also undertook limited work in the Work-Study program (some Queens students earn nearly $700 a year in the program), earning $325, and took a National Direct Student Loan of $200—a total financial-aid package of $2,825 for her first year at Queens. "Caroline" is a member of the Class of 1981.

Our third example, whom we'll call **Sue Southern,** had no resources of her own or of her family to help her financially. She qualified for a BEOG of $1,276 plus a Supplemental EOG of $600 and received a Queens College need-based scholarship of $1,000. In addition, she earned $650 in her Work-Study job and took a National Direct Student Loan of $900. An actual member of the Class of 1981, "Sue" thus had a total financial-aid package of $4,426, covering all her college expenses for the year.

Queens College can help you apply for financial aid.

To **receive** financial aid, you must be an accepted and enrolled degree candidate. But it is best to begin your application for aid when you apply for admission to Queens. We can help you complete the three applications required; do not hesitiate to ask for this assistance. The application forms to be completed are the Queens College Application for Financial Aid, the Basic Educational Opportunity Grant Application, and the Financial Aid Form (FAF). These forms may be obtained from your high school counselor and from Queens College. When you send in your forms, please ask that the FAF results be sent to Queens College, CSS code number 5560.

If you visit Queens for an on-campus interview, we also can counsel you on the various aid-to-student opportunities available at Queens College. It will help us in such an interview if you bring your basic family financial information with you. In any event, you or your written or telephoned questions on financial aid are welcome at the Student Aid Office, Queens College, telephone (area code 704) 332-7121.



The financial aid information given here is correct as of June 1977.

Comments by Queens Students and Recent Graduates

Betsy Arnette '77 majored in Spanish and Economics/ Business and now is Manager of the Comptroller's Department at Southern Bell in Charlotte.

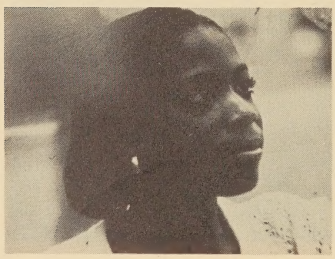
Queens more than fulfilled my goals for what college should be like. I just expected to be a student and nothing more. When I was in high school, I did not have many opportunities for leadership positions I had always wanted to pursue. I guess I expected the same to be true in college. Instead, I was able to do what I had dreamed about. There was some activity going on all the time and every activity had to have leaders.

I was really interested in my courses, too. Queens has strong departments, and the professors offer such a wide variety of courses. I have always liked Spanish, but I combined my language background with business to give myself a broader base for the time I began looking for a job. I liked the way the faculty geared our courses to us as women and how they stressed careers as among the options women have after graduation.

The other students were one of the main reasons I liked Queens. Everyone was so friendly. All kinds of people go to Queens and you can always be yourself without worrying about whether or not people are going to accept you as you are.

Mimi Alvarez
is a junior
from Georgia.

I came to Queens because my sister was here, and I had been impressed by the closeness of the students to each other and the faculty. The students and faculty are more like friends; they don't have the typical student teacher relationship. Besides, I come from a small town and Charlotte has lots of places for your social life.



Besty Hardy '77
is a recent graduate
from South Carolina

I was attracted to Queens because it was a woman's college and because of its size. Everybody takes pains to introduce you around, and you feel the warmth. Doors are always open at Queens: you never feel closed off from even the President of the College. Queens helps you to build confidence in yourself.

Susan McEwen
is a senior
from North Carolina

Well, I like Queens because I can go up to any professor and talk about anything—not just about college. I think the main thing is the attitude of each professor. They're willing to help you, and I feel like I'm getting a lot of education. It doesn't make any difference to me that I'm from Charlotte. College is what you make it anyway. It's the same as being away from home, but I have the advantage of already knowing the city.

Comments

I was a transfer student from a large university where I felt like a number instead of a person. At Queens I felt important. I had a one-to-one relationship with my professors and they really cared that I learn. There is a real sister attitude among the girls, too. We're really closely knit even though we all have our own interests and ambitions.

Dee Stock '77 now is with Walter J. Klein Co. Ltd., a motion picture production company in Charlotte.

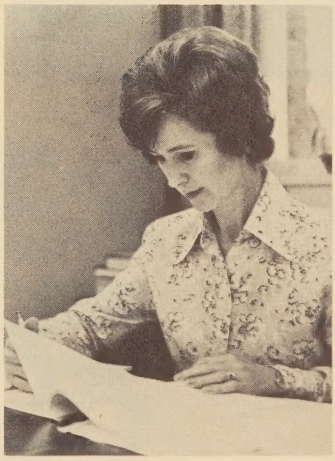
"THERE IS A WARM FRIENDLINESS HERE"

My association with college teaching began in large institutions where classes were large, where the faulty left campus after classes without having much association with the students, and where the atmosphere was impersonal. At Queens this isn't so. There is a warm friendliness here between faculty and students which is the result of small seminar-type classes. The faculty is encouraged to participate in student activities. There is a feeling of being a family and I have wanted to remain on campus talking to students after classes.

I believe the flexibility of our academic program is one of our biggest assets. Each student works closely with a faculty advisor to plan an academic program tailored to meet her needs and desires. It is a program which isn't fragmented; it's one that makes good sense for her.

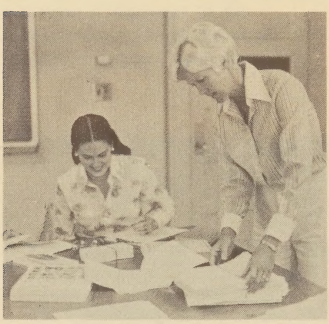
Our internship possibilities add a great deal to our curriculum. We can draw to the campus experts from the community in many disciplines, and we can send our students into the community to gain valuable career training in their areas of interest. The community recognizes our excellent academic reputation and the high standards of our students.

Queens students are just pleasant to be around. They like being with one another, and it shows in their positive attitude about the institution.



Dr. Cynthia Tyson is a Professor of English and Acting Dean of the College.

Admission Requirements and Procedures



The admission requirements for Queens College stress the standard college-preparatory background of four years of English, two years of mathematics, two years of one foreign language, two years of social science, and one year of a laboratory science. You must also submit acceptable S.A.T. **or** A.C.T. scores. High school juniors with superior records and references may apply for admission after their junior year. Exceptionally-qualified students may apply for advanced placement.

Students are accepted on a "rolling" basis. That is, as soon as your application is completed and reviewed by the Admissions Committee of the College, you will be notified of the College's decision. Normally, students are expected to accept the College's offer of admission within 30 days of receiving Queens' notification of acceptance.

As a campus visit is an important part of the admissions process, for both the prospective student and the College, an interview on campus is required prior to acceptance by the College. When a campus visit is not possible, an exeception can be made following your written request explaining your situation.

The enclosed form should be used for your application for admission. We recommend that you apply as early as possible after completion of your junior year—especially if you request financial aid.

Any questions you may have regarding Queens College admissions requirements and procedures should be directed to :

The Director of Admissions
Queens College
1900 Selwyn Avenue
Charlotte, North Carolina 28274

Telephone:
(area code 704) 332-7121

We shall look forward to receiving your further inquiry or application for admission, and to seeing you on our campus. Please let us know how we may be of service to you.

Admission is granted to qualified applicants without regard to race, creed, national orgin, or handicap.

Directions to Queens College
Charlotte, North Carolina

Directions from I 85 coming from North or South:

1. Take I 77 exit off I 85
2. Go south I 77 to West Boulevard
3. Take West Boulevard exit and turn left on West Boulevard
4. Follow West Boulevard and East Boulevard to intersection of Queens Road West and Kings Drive
5. Turn right on Queens Road West
6. Follow Queens Road West to Selwyn Avenue and turn left onto Selwyn
7. Turn left into the front horseshoe of the campus.

Directions from Douglas Municipal Airport:

1. From Airport Drive turn left on West Boulevard
2. Follow West Boulevard and East Boulevard to intersection of Queens Road West and Kings Drive
3. Turn right on Queens Road West
4. Follow Queens Road West to Selwyn Avenue and turn left onto Selwyn
5. Turn left into the front horseshoe of the campus.

FIRST CLASS
Permit No. 304
Charlotte, N.C.

BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in the United States

—Postage Will Be Paid By—

ADMISSIONS OFFICE
QUEENS COLLEGE
1900 SELWYN AVENUE
CHARLOTTE, NORTH CAROLINA 28274

QUEENS COLLEGE CHARLOTTE, NORTH CAROLINA

I want to know more about Queens College.

☐ I prefer to visit the campus for a tour and interview. The best time to call me to arrange for my visit is _____ (Date) _____ (Time)

☐ I prefer to receive a catalog before I decide whether or not to come for an interview.

Name _____

Address _____

_____ (City) _____ (State) _____ (Zip)

Home Telephone (_____) _____ (Area Code)

High School _____

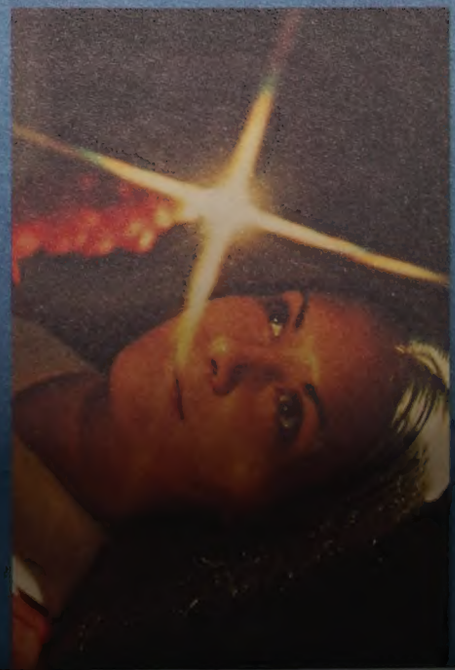
High School Graduation Date _____

College Enrollment Date _____

Planned college major or career choice _____

☐ I am undecided about my college major or career choice.

QUEENS COLLEGE
Charlotte, N.C. 28274



Sally Stapleton, who was graduated from Queens in 1976, majored in Mathematics and Political Science; she now is a medical secretary at Emory University Hospital Clinic in Atlanta.

"I HAVE LEARNED A LOT"

The time I spent at Queens has helped me grow as an individual and as a woman. I was growing up when I was in high school but, at Queens, you really start thinking about how you're growing and how you're going to turn out as an adult. Even my family feels the college has made a difference in how I am now.

I wanted a place where I could be independent and learn to think on my own. After four years I have the self-confidence that I need to prove myself in a job or whatever I decide to do. I have learned a lot; my personality has come out and I'm not afraid to speak up. I wanted the challenge of being in a place where I could be anonymous one day and involved the next until I found where I best fit in for me.

There is a relaxed atmosphere at Queens. The faculty and the administration were not unreachable like I had imagined they would be. My background in math taught me to think logically and systematically which I figured I would need when I graduated. I enjoyed political science, too, and I found out I could work out a schedule to get in both majors.

The social life was an important part of my life at Queens. It is really what you make it, but it's certainly not hard to do with so many colleges close by and so many things to do in Charlotte. You have to make the effort yourself. You find you become creative because you can't sit around waiting for people to entertain you.

Queens College Application for Admission

1. General Information

Proposed entry date: Month _____ Year _____

Class at date of entrance: Freshman _____ Junior _____

Sophomore _____ Senior _____

Residence status: Dormitory _____ Day _____

If day, with whom do you plan to live? _____
Relationship

_____
Name Address

Academic hours desired: Full-time _____ Part-time _____

---

2. Personal Information

Legal Name: _____
Last First Middle

Name you wish to be called: _____ Social Security No. _____

Permanent home address: _____
Number and Street

_____
City State Zip Code

Current mailing address (if different from above): _____
Number and Street

_____
City State Zip Code

Telephone at home address: _____
(Area Code) Number

Birthdate: _____ Sex: F _____ M _____
Month Day Year

Have you had any emotional problems requiring professional care? Yes ☐ No ☐
Do you have any serious illness or physical handicap requiring medical supervision? Yes ☐ No ☐
If the answer is "Yes" to either of the above questions, you should ask your physician to send a confidential report to the Admissions Office.

The following items are optional:

Birthplace: _____ Religion: _____
(City and State)

Height _____ Weight _____ Marital Status _____

Country of citizenship: _____

Ethnic origin (check one): American Indian _____ Spanish American _____

Black or Afro-American _____ White Caucasian American _____

Oriental American _____ Other _____

Admission is granted to qualified applicants without regard to race, creed, national origin, or handicap. Information on ethnic origin is needed for statistical studies and governmental reports.

3. Family Information

Father's Full name: _____ Is he living? _____

Occupation: _____
(Be as descriptive as you can)

College father attended (if any): _____ Degree _____ Year _____

Mother's full nume: _____ Is she living? _____

Occupation: _____
(Be as descriptive as you can)

College mother attended (if any): _____ Degree _____ Year _____

Age of brothers: _____ Sisters: _____

Parents separated or divorced? _____ If so, with whom do you make your home? _____

If living with one parent or guardian other than parent, give full name, address, and relationship (if any):

_____

_____
Number and street City State Zip Code

4. Academic Information List all high schools and colleges attended:

School Mailing Address City State Zip Code Dates Attended

_____

_____

_____

Is your school public? _____ Private? _____ Parochial? _____

Date of high school graduation: _____ Date SAT or ACT taken/ to be taken: _____

5. Supplementary Information: Major school activities, including offices held and honors received:

_____

_____

Hobbies, travel, talents, or interests: _____

_____

Major areas of academic or vocational interest: _____

Relatives who have attended Queens College: _____

Friends who have attended: _____

6. Financial Information

Would you like to receive information and an application for financial assistance? _____

Do you wish to be considered for scholarships based on academic achievement? _____

7. References

Please list below the two persons you have asked to recommend you.
(One adult reference other than parent and one reference from one of your best friends)

_____
Name Address City State Zip Code

_____
Name Address City State Zip Code

8. Self Statement

Please send us a statement that tells about you. This may be an example of creative work you have done or a written statement about yourself.

9. Completion of Application

I have enclosed the $15 application fee _____

My signature below indicates that the information provided on this application is accurate and complete to the best of my knowledge:

Signature _____ Date _____

QUEENS COLLEGE, 1900 Selwyn Avenue, Charlotte, North Carolina 28274